

**Teaching Visual and Auditory Scanning to Individuals**  
**Requiring Switch Access**  
**For Augmentative Communication and Computer Access**

**Steps for Training Auditory**  
**and/or Visual Scanning**

| LEVEL                               | VISUAL  | AUDITORY  | INSTRUCTIONS  | ITEMS TO CONSIDER   |
|-------------------------------------|---|---|---|---|
| <b><i>Attending</i></b><br>(1 item) | Training visual attending and switch activation upon visual recognition of stimulus | Training auditory attending and switch activation upon auditory recognition of stimulus | <ul style="list-style-type: none"> <li>- Instruct student to look/listen for specified stimulus and press switch when they see/hear stimulus</li> <li>- Vary the amount of time you wait to present stimulus in order for student to learn to wait</li> </ul> | <ul style="list-style-type: none"> <li>- Establish size of visual stimulus</li> <li>- Monitor sound level of environment</li> <li>- Pre-established knowledge of stimulus</li> <li>- Determine time parameter from presentation to switch activation</li> <li>- Work toward reducing time parameters if possible</li> <li>- Present reinforcement immediately upon switch activation</li> <li>- Use “Live voice scanning” and/or “Partnered Visual Scanning” at this level (low tech alternatives)</li> </ul> |

| LEVEL   | VISUAL  | AUDITORY   | INSTRUCTIONS   | ITEMS TO CONSIDER   |
|---|---|--|--|---|
| <b><i>Initial Identification</i></b><br>(2 items) | Training visual attending/tracking for 2 items presented and switch activation upon highlighting of <i>specified</i> stimulus | Training auditory attending/processing for 2 items named and switch activation upon oral presentation of <i>specified</i> stimulus | <ul style="list-style-type: none"> <li>- Instruct student to look/listen for 2 items and press switch when <i>specified</i> item is highlighted/named</li> </ul> | <ul style="list-style-type: none"> <li>- Be sure student is familiar with both items</li> <li>- Use time parameters determined in level one for pauses between highlighting and/or naming</li> <li>- If student is able to maintain visual attention on symbol and wait for the highlight, instruct student to look at item and wait for highlighting</li> <li>- For those unable to do above, work on visually tracking light/highlight</li> <li>- Vary time before presenting stimulus (highlight or word) to provide practice at waiting, looking and/or listening</li> <li>- Allow for appropriate spacing and contrast for visual presentation</li> <li>- Allow for sound discrimination and processing time for auditory stimulus</li> <li>- Vary which item is specified, but always keep the order of items presented the same</li> <li>- Use “Live voice scanning” and/or “Partnered Visual Scanning” at this level (low tech alternatives)</li> </ul> |

| LEVEL   | VISUAL  | AUDITORY  | INSTRUCTIONS  | ITEMS TO CONSIDER   |
|---|---|---|---|---|
| <b><i>Choice Making</i></b><br>(2-4 items)  | Training visual tracking and attending to 2 or more choices and switch activation on desired/appropriate choice   | Training auditory attending and processing for 2 or more choices and switch activation on desired/appropriate choice  | - Instruct student to look/listen for desired or appropriate choice, then press switch  | <ul style="list-style-type: none"> <li>- Insert undesired or less desired choices to reinforce visual and/or auditory attending prior to switch activation</li> <li>- Present student with requested choice even if not right choice to reinforce consequences and reduce random activations</li> <li>- Begin using strategy on VOCA with scanning capability, transitioning from low tech alternatives to VOCA devices</li> <li>- Linear or circular scanning can be used with this level</li> </ul> |
| <b><i>Group Selection and Item Scanning</i></b>   | Training visual scanning and switch activation for a desired/specified group and then scanning for a desired/specified item within a group (i.e., row/column scanning or scanning down 1 level on dynamic displays) | Training auditory scanning and switch activation for a desired/specified group and then scanning for a desired/specified item with a group (i.e., row/column scanning or scanning down 1 level on dynamic displays) | - Instruct student to look and/or listen for desired/specified group and press switch, then look and/or listen for desired/specified item within next group and press switch to retrieve item/message | <ul style="list-style-type: none"> <li>- Student should be able to look/listen for or at least 3 items within each group</li> <li>- Begin using strategy on VOCA with scanning capability, transitioning from low tech strategies to VOCA devices</li> <li>- Row/column scanning format begins at this level</li> <li>- Begin changing levels on dynamic display devices at this level</li> </ul>   |
| <b><i>Scanning by Categories</i></b><br>(used with 2-3 pages of items on a dynamic display system or when utilizing vocabulary retrieved by | Training visual scanning using multiple switch activations to retrieve message/item or on dynamic display arrangements utilizing more than 2 levels. Visual scanning for category, subcategory and then item        | Training auditory scanning using multiple switch activations to retrieve message/item or on dynamic display arrangements utilizing more than 2 levels. Auditory scanning for category, subcategory                  | - Instruct student to look/listen for category then subcategory, then specific message/item, activating switch for each component   | <ul style="list-style-type: none"> <li>- Used most frequently with dynamic screen displays using more than 2 levels</li> <li>- Symbols should be arranged by frequency of use within categories and by most frequent categories (on category/group page)</li> <li>- Utilized for vocabulary organization systems which require multiple hits/sequencing to retrieve vocabulary</li> </ul>   |

|                |  |               |  |  |
|----------------|--|---------------|--|--|
| multiple hits) |  | and then item |  |  |
|----------------|--|---------------|--|--|